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The Spectator
Thursday,
Jan. 18, 2018
Volume LIX
Number 14
Publishing The Truth, From Good Motives And For Justifiable Ends

Student leaders and faculty respond to President's free speech op-ed

by Isabel Kierstead '21
Staff Writer

Free speech on college campuses has been disputed for over a century. The issue was initially brought to the public's concern with the 1940 Statement of Principles on Academic Freedom and Tenure, created by the Association of American University Presses. Following historian and accused white supremacist Paul Gottfried's appearance on campus – and the subsequent student and faculty response – Hamilton has begun to grapple with issues of campus free speech. In the 2017 Hamilton Alumni Review, President Wippman wrote an op-ed article addressing and defending free speech at the College.

"Suppressing speech, even offensive speech, runs counter to the aims of a liberal education," Wippman wrote in his article. Although he sees offensive speech as counterproductive, he denounces those who see violence as a proper response to such speech. Those who disagree with controversial speakers, Wippman explained, should instead seek other more peaceful options. The President encouraged students "to express in positive terms community values of diversity and inclusion and use our own speech to build the kind of community we want Hamilton to be."

This article elicited varying responses from both students and faculty. Members of both communities expressed mixed views, with many indicating simulatenous support for free speech and concern for allowing the proliferation of hate speech.

Professor Philip Klinker, the James S. Sherman Professor of Political Science and Government Department Chair, argued that while free speech should be protected, the values and costs of the speech must be weighed.

"As educators, we need to think not just about is the speech allowed by law, but what value of [the speech] is. We must look at what is going to be of the most value, [and] not just of what is going to educate people. We need to ask if this helps us as a community, and if the value outweighs the cost," said Klinker. "Speech is not this abstract thing – it is linked up with historical and contemporary political viewpoints."

"We must look at the political context of the speech, because these aren't just words, but are words that have been associated with historical and contemporary acts," Klinkner explained, adding, "We must judge to what extent is allowing free speech giving legitimacy or support to those movements."

The Spectator also spoke to Professor of History Robert Paquette, who is also the co-founder of Alexander Hamilton Institute – the group which brought Mr. Gottfried to campus. Paquette indicated that delineating a limit on free speech could serve as a dangerous and slippery slope, as he instead advocated for largely unlimited discourse.

PHOTO COURTESY OF HAMILTON COLLEGE

President Wippman's essay in the most recent Alumni Review reaffirmed the College's commitment to supporting free speech.

"[T]he expansive sphere of free speech that persons on campus once enjoyed, regardless of political persuasion, is now threatened by holier-than-thou elements who think they own the place," said Paquette.

"Unhappily, college mission statements, once focused, clear, and defensible, have become rather thin gruel and can hardly be regarded anymore as potions of defense against those who seek to politicize everything."

See **College,** *page 2*

Admission office sees record number of applications from students for Class of 2022

by Amanda Kim '21
News Editor

Last month, on Dec. 15, Hamilton College notified 191 students that they had been accepted into the Class of 2022. The majority of these students applied through Hamilton's Early Decision Plan I program, for which applications were due Nov. 15. Of the 191 accepted students, 161 applied through this Early Decision plan, which is a binding commitment for prospective students. The remaining 25 accepted students were from the non-profit scholarship programs QuestBridge and the Posse Foundation. This is the first time Hamilton has accepted QuestBridge scholars; the College partnered with the organization last summer. These 191 students were accepted from a total pool of 647 applicants for an acceptance rate of around 29.5 percent.

Of the accepted students, gender was split almost equally, with 95 applicants identifying as female and 96 identifying as male. 27 percent of them are U.S. students of color, while seven percent are non-U.S. citizens. The Admission Office reports that these incoming students will be arriving from all around the world; 19 percent are from the state of New York, 29 percent hail from outside New England and the Mid-Atlantic, and 28 states and 11 countries are represented overall. The countries include Bermuda, China, Hungary, India, Japan, Morocco, Spain, Thailand, and Vietnam.

The Admission Office cautions that this data represents incomplete information, as the ED Round 2 and Regular Decision selection processes are still underway. Now that the Jan. 1 application deadline has passed, the office has compiled a report on the overall applicant pool, though the numbers do not reflect admits.

Hamilton's current application total for the Class of 2022 is 6,238, marking a 9.8 percent increase over last year's record-high 5,678. This is the first time the 6,000 mark has been surpassed since the College was chartered in 1812.

The total applicant pool consists of 19 percent international citizens, 33 percent U.S. citizens of color, and 26 percent from students who would be the first in their family to attend college. In order, the most represented states are NY, MA, CA, NJ, CT, FL, PA, TX, IL, MD; the most represented countries outside of the U.S. are China, Pakistan, India, Kenya, Nepal, Canada, and Vietnam.

Monica Inzer, Vice President for Enrollment Management, expressed excitement about the record number of applications Hamilton received and college applicants' growing interest in the College. However, she also noted that the admissions team now faces the difficult task of notifying regular decision applicants by the late March deadline.

"It is both humbling and gratifying work," Inzer said. "As usual… figuring out who not to take will be the hardest part of our job."

Students and faculty express differing views on how College should address free speech concerns

From **Students,** *Page 1*

Paquette, in response to President Wippman's article, noted that while a college president must navigate the issue carefully, he also recodified his view of free speech as needing to be unrestrained.

"Whether the exercise of speech on campus remains vigorous or not will depend on a combination of wisdom and courage. That combination of attributes from what I've seen here during thirty-seven years appears in short supply."

In addition to members of the faculty, *The Spectator* reached to student leaders for comment.

"Obviously, dialogue on campus is central to a vibrant intellectual community, but we do acknowledge that individuals may spew hate speech under the guise of free speech," said Nadav Konforty '20 and Julian Perricone '20, who are Student Assembly President and Vice President, respectively. "[H]ere at Hamilton, we do not tolerate hate speech or attacks on members of our community," they added.

Both the President and Vice President appear to share the view that potentially hateful and oppressive speech should not be tolerated on the Hamilton campus.

"[W]e believe that there is no intellectual or academic value to the kind of hate speech that, in President Wippman's words, 'denigrate[s] members of vulnerable groups or otherwise offend[s] values important to our community,'" said Konforty and Perricone.

"There is no reason to bring individuals whose ideas undermine or reject the basic humanity and existence of groups in our community."

Along with Student Assembly leadership, *The Spectator* reached out to members of the College Democrats and Republicans in order to account for partisan views on free speech issues.

"I believe it does the conversation a disservice to say that one's position on free speech implies that they would be okay letting the most hateful white supremacist come to campus, or that someone in favor of modest protections against hate speech is simply on a slippery slope to the Orwellian thought police," said Ian Baize '18, President of the College Democrats.

"There are also certain speakers that don't have a place on campus. Most notably, there are certain speakers, particularly, on the right, who have a tendency to come to college campuses knowing that there's going to be a fight, and seeking to score points with their own constituency by humiliating and bullying students in the audience at their events."

"I've always found people who use "free speech" as a conversation ender, to mean that any restrictions on speech are inherently un-American to be a large part of the problem," Baize added.

In particular, Baize specifically addressed President Wippman's letter, explaining, "I think President Wippman has more strongly demonstrated his position on the subject and gotten personally involved in trying to foster more conversation on campus about it. I believe individual positions on the subject have gotten more polarized, however, simply due to the fact that we're talking about speech," said Baize. "[Wippman's] position as president is to outline what our core values are and suggest avenues for action consistent with those," said Baize.

"It's not the administration's place to be saying who can and cannot speak, it's first the job of event organizers to really be conscious of who they're bringing to campus and what they're likely to say, then on students to figure out how best to respond to these events."

Contrarily to Baize, Richard Soler, President of the College Republicans, expressed support for unlimited free speech on campus, even for those who may express views that could be considered hate speech.

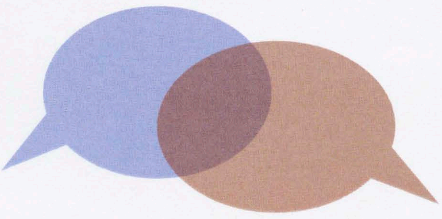
"[O]nce students graduate and leave college for the real world, they will be immersed in a society revolving around free speech. Therefore, because college is supposed to prepare students for the real world, free speech on campus is very important," said Soler,

He indicated that he sees free speech on a college campus, even if it is potentially hate speech, as a key element to a liberal arts generation and well-developed understanding on all perspectives.

"The main point of liberal arts is to expose students to all sides of an argument so that they learn to listen to all viewpoints, learn to think and learn to generate well-crafted arguments," said Soler.

He also expressed agreement with much of President Wippman's article, citing both the importance of diverse opinions, and the ability to condemn hate speech in a peaceful way.

"The campus should be made well-aware of when these speakers are coming to campus so that they may not only attend events, but also so that they may peacefully protest if they wish, as President Wippman said."



Students support Hurricane Irma disaster relief efforts through Alternative Break program

by Lucy Munves '19
Production Editor

PHOTOS COURTESY OF THE NATIONAL PARK SERVICE

A sailboat wrecked by Hurricane Irma washed up on the shore at a national park in Florida, an example the devastation that AXB students worked to relieve.

During school breaks, Hamilton College students organize service trips in which students can volunteer to spend their time doing community service around the United States. The program is called the Alternative Break Program and is often referred to as "AXB." During the 2016-17 school year, AXB expanded its offerings to include the fall, winter and spring breaks for volunteer opportunities. The fall break trip was a success and saw eight Hamilton students volunteering at Double H in the Adirondacks, where they assisted with Family Memorial Weekend.

This past winter break, nine students went on a trip to Jacksonville, FL to help support disaster relief efforts related to the recovery from Hurricane Irma that are currently underway. They volunteered with the organization Nechama, which bills itself as the "Jewish Response to Disaster."

In addition to running programs for college students, Nechama coordinates relief efforts for adults who are local to a disaster and those who are willing to travel and lodge at a disaster site. Nechama, on top of delivering necessary aid in Jacksonville, runs several volunteer programs at Beaumont, Port Arthur and Orange, TX on disaster relief for Hurricane Harvey. Furthermore, starting in March, Nechama will be working in Houston, TX on rebuilding houses that were destroyed by Hurricane Harvey.

On the AXB trip to Jacksonville, Hamilton students participated in a variety of activities, including clearing out houses and cleaning up debris from outdoor areas. In order to participate in the trip, students filled out an application regarding their interest toward this particular project. In addition, students were asked about their previous experiences with community service and why they were drawn to community service. Students were also asked about their leadership qualities and how well they functioned in a group.

The trip was organized by Sabrina Gattine '18, who did not attend the trip but believed that it was a great success.

She reported that many of the winter break participants were thinking about partaking in another AXB trip, and that some were even intending to continue volunteering with Nechama.

"I'm really pleased that we've had two successful AXB trips so far this year," Gattine said. "I'm excited for the six we have left."

Hamilton selects Suzanne Keen as new Dean of Faculty and Vice President of Academic Affairs

by Benjamin Katz '20
News Editor

On Dec. 21, in an email to the campus community, President Wippman announced the selection of Suzanne Keen as Hamilton's new Dean of Faculty and Vice President for Academic Affairs. Dr. Keen will come to Hamilton's campus from Washington and Lee University in Virginia, where she had served as Dean of the College and the Thomas H. Broadus Professor of English and Creative Writing.

Dr. Keen received her A.B. from Brown University in 1984, and earned an A.M. in Creative Writing from the same university 1986.

She continued her graduate education at Harvard University, where she earned an M.A. and P.h.D. in English in 1987 and 1990, respectively.

Following the conference of doctorate, she began her academic career at Yale University, where she served as an Assistant Professor of English for five years. Dr. Keen then moved onto Washington and Lee University, where she served as an Assistant Professor, Associate Professor and later full Professor of English.

In 2005, Dr. Keen was appointed as the Thomas H. Broadus Professor of English and in 2010 was appointed as Chair of English, a position she held until her appointment as Dean of the College in 2013. In addition, Dr. Keen served as a member of the faculty of the Bread Loaf School of English at Middlebury College during summers between 2003 and 2010.

Dr. Keen was selected from a pool of four finalists, all of whom made visits to Hamilton College's campus over the course of the fall semester. All three other applicants came from small liberal arts colleges, and two held senior positions at the colleges in which they are employed.

Dr. Deirdre d'Albertis of Bard College served as the Associate Dean of the College and as a Professor of English. Jerusha B. Detweiler-Bedell of Lewis and Clark College served as the Director of the Teaching and Excellence Program and as a Professor of Psychology. Dr. Maria Tapias of Grinnell College serves as the Associate Dean of the College and a Professor of Anthropology.

The College's search committee was chaired by Professor of History Lisa Trivedi. The process for selecting the new Dean of Faculty and Vice President for Academic Affairs was extensive and included multiple opportunities for members of the campus community to meet the candidates.

On December 6th, the College hosted all of the candidates for an hour and twenty-minute of candidate remarks followed by a Q&A session. In addition, the College created a survey made available through email for attendees to provide their feedback on the candidates.

The current holder of the position of Dean of Faculty and Vice-President for Academic Affairs is Dr. Margaret Gentry, who is serving in the position on an interim basis since her appointment by President Wippman in July 2016. Dr. Gentry also serves as the William R. Kenan Jr. of Professor of Women and Gender Studies.

The Dean of Faculty serves as the chief academic officer of the College. In this capacity, they oversee all of the instructional departments of the college, such as managing grants and equipment, advising faculty members on their research and teaching and advising the President of faculty hiring decisions. In addition, the Dean oversees several committees of the College.

The Dean acts as the Chair of the Academic Council in addition to serving on the Committee on Academic Policy, the Faculty Committee on Admission and Financial Aid, the Faculty Committee on Budget and Finance, the Committee on the Library and Information Technology and the Planning Committee. Furthermore, several parts of the College report to the Dean, including Academic Support Services, Athletics, Institutional Research, Off-Campus Study, Opportunity Programs, the Registrar and the Wellin Museum.

Campus Safety Incident Report

In an effort to increase Campus Safety's transparency and draw attention to students' dangerous and destructive behaviors, *The Spectator* will publish a selection of the previous weekend's incidents each Thursday. Both Campus Safety and *The Spectator* will use their discretion regarding what is published.

Monday, January 8

1:07 A.M. Door Alarm – Kirner Johnson Hall
3:52 A.M. Door Alarm – Wallace Johnson Hall
5:53 A.M. Door Alarm – Kennedy TSA

Tuesday, January 9

12:17 P.M. Area Check – Alumni Gym

Wednesday, January 10

1:12 A.M. Alarm Activation – Wellin Museum
7:00 A.M. Parking Complaint – Bundy Circle
10:17 A.M. Area Check – College Hill Road
8:29 P.M. Mechanical Issue – Dunham Hall
8:34 P.M. Mechanical Issue – Ferguson House

Thursday, January 11

12:31 A.M. Area Check – Green Apple Way
7:09 P.M. Mechanical Issue – 95 College Hill Road

Friday, January 12

No Reportable Incidents

Saturday, January 13

1:22 A.M. Noise Complaint – Babbitt Hall
9:08 A.M. Trouble Alarm – Skenandoa House
10:17 A.M. Mechanical Issue – Dunham Hall
1:35 P.M. Mechanical Issue – Dunham Hall
1:41 P.M. Fire Alarm – Major Hall
11:20 P.M. Unauthorized Party – Carnegie Hall
11:40 P.M. Area Check – Morris House

Sunday, January 14

12:39 A.M. Unauthorized Party – Carnegie Hall
5:00 A.M. Trouble Alarm – ABC House
10:41 A.M. Water Leak – Bristol Pool
8:25 P.M. Mechanical Issue – North Hall

Letter from the Editor

Last semester, Hamilton hosted its first installment of "Common Ground," a President Wippman-pushed program designed to "to model the kind of respectful dialogue across political boundaries that should occur, not just on college campuses, but in the broader society as well," as the president put it. While students and faculty alike complained that the event was ideologically flawed, concluding that the program is based on a supposedly false proposition of contemporary comparative morality between the Left and Right (see: Professor Westmaas's Sept. 10 Letter to the Editor) and that the speakers were too male (despite the fact that moderator, Susan Page, is in fact a woman) and too white, *The Spectator* largely endorsed the program's goal of promoting free speech and discourse. This is not to say, however, that the program itself is not without flaws.

For the second installment, the College has invited former Bush and Obama National Security Advisors, Condoleezza Rice and Susan Rice, respectively. While this selection – of two African-American women – should alleviate diversity concerns over gender and racial representation, the event has been met with similar campus tepidness, much of it emanating from concerns over the banality of the last program.

David Axelrod and Karl Rove, in the first installment of the series, did not demonstrate much discourse; they certainly did not a provide the much needed and promised example of respectful discourse between those on opposites ends of the political spectrum. Instead, the tone of the entire program was as such: "yes, Trump is bad" and "yes, Trump is dangerous but our institutions will hold." While the speakers found "common ground" on issues which college-educated men of a certain age are likely to agree upon, they did not explore nor confront what separates them, which was, in essence, the reason for their invitation to campus. In our polarized times, these two men were undoubtedly gifted with a vast well of debatable topics – a well which, frankly, remained questionably untapped.

In order "to model the kind of respectful dialogue across political boundaries that should occur," as Common Ground purportedly intends to, the invited speakers must spend their allotted time conducting civil intellectual warfare, rather than what, in the first installment, appeared to be nothing more than a rudimentary and not particularly divisive political conversation between two friends who were glad to pick up bloated checks simply for doing so. In our contemporary political climate, some flares of passion would be appropriate; this passion was nowhere to be found in the first installment of the program. Common Ground, Part Two, therefore, in order to fulfill its mission, must actually highlight partisan and ideological discord, rather than focus on the small subset of issues which both members of the Democratic and Republican parties are likely to agree upon. Otherwise, Common Ground risks turning into a hollow public relations ploy – one which, while the College can point to as the embodiment of its purported commitment to free-speech, will leave no lasting effect on the campus at large and the young minds it houses and intends

Charles Dunst '18
EDITOR-IN-CHIEF

This *Spectator* editorial represents the opinion of the Editor-in-Chief. It is not necessarily unanimously agreed upon.

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A volunteer staff of students handles all aspects of the weekly publication.
The purpose of the newspaper is to provide the Hamilton Community with an honest, fair, timely, and high-quality publication.

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The Spectator

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The Spectator's Letter to the Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national, and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college, and Hamilton community members.

The Spectator has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. *The Spectator* reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

About Us

The Hamilton College Spectator, *publication number USPS 612-840, is published weekly by the Hamilton College Student Media Board while classes are in session. For more information e-mail spec@hamilton.edu. Our offices are located on the second floor of the Sadove Student Center. The deadline for advertisements is Monday the week of publication. For further information, please e-mail specads@hamilton.edu.*

The latest ballistic, presidential failure

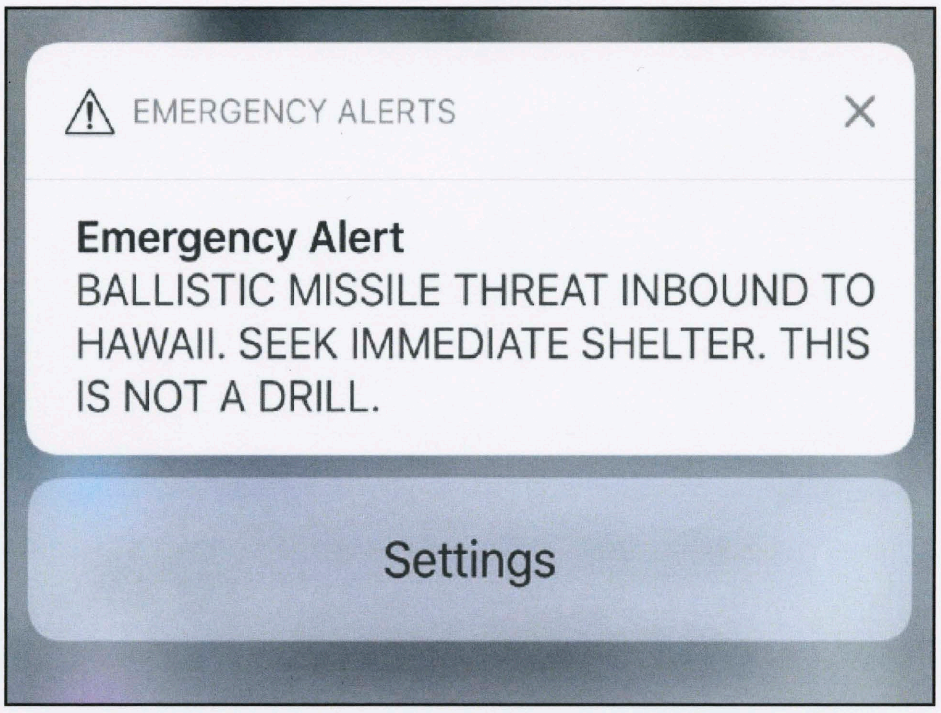
by Gavin Meade '20
Opinion Editor

On the morning of Jan 13th Donald Trump arrived at his International Golf Club in West Palm Beach, FL. At 1:07 p.m. Eastern Time (ET), residents in Hawaii received notifications of an incoming ballistic missile and were told to take shelter immediately and that, "THIS IS NOT A DRILL." Three minutes later, Hawaii State Adjutant Maj. Gen. Joe Logan confers with US Pacific Command and confirms that there is no imminent missile strike. It was not until 1:23 p.m. ET that the White House issues a statement, if it can even be called which says that they are "aware of the alerts and clarification," but cannot say whether Trump has been briefed on them. At this point in the series of events anyone who is paying attention should be asking themselves the same question: How is it that the American President can be blissfully playing golf at his resort and unaware of a potentially catastrophic situation unfolding on U.S. soil? At 2:44 p.m. ET, the White House releases a statement declaring that, "[Trump] has been briefed on the state of Hawaii's emergency management exercise. This was purely a state exercise."

They do not correct their mistake that the notification was not a state exercise until almost twenty minutes later. Trump's first statement since the fiasco comes at 5:08 p.m. ET and it was remarkably pathetic. He tweeted about so called "Fake News" and the illegitimacy of the press and denounces the "mentally deranged author" of "Fake Book." For someone who is so quick to take to Twitter to voice his many opinions and diatribe, Trump once again showed his lack of competency as a leader and seemingly dearth of concern for what really is going on in America.

It speaks to the nature of our leader when he seems to care more about his crusade against his opposition in the press than a possible ballistic threat. It is worth noting here as a brief aside that as of last week, President Trump had said more than 2,000 things that were either totally false or misleading (according to a count kept by *The Washington Post*). That's more than 5.5 lies (at best factually inaccurate) a day, every day. If anything here is fake news it is his Twitter account.

Donald Trump has ostensibly spent the day golfing and continuing a dangerous war against his perceived enemies, the press, and seems to not even be aware of the events of the day. A full six hours after the first alert at 7:20 p.m., Trump was prompted to comment on the events in Hawaii by a reporter:


EMERGENCY ALERTS

Emergency Alert
BALLISTIC MISSILE THREAT INBOUND TO HAWAII. SEEK IMMEDIATE SHELTER. THIS IS NOT A DRILL.

PHOTO COURTESY OF SIMPLE.WIKIPEDIA.ORG

At 1:07 p.m. Eastern Time, residents in Hawaii received the above notifcation on their cell phones. Later they realized a mistake caused the undue panic.

"Well, that was a state thing. But we're going to now get involved with them. I love that they took responsibility. They took total responsibility. But we're going to get involved."

While he is technically correct, that the source of the warning message was a state-sponsored protocol and result of someone in Hawaii's mistake, the bigger point that Trump misses is that the threat of a ballistic missile is a national issue. Regardless of the authenticity of the threat when the systems in place to protect the American people indicate an imminent threat, or in this case when a message is sent in error, it immediately becomes a national issue. Does the President think that the mudslides in California are strictly a state issue and not a larger national concern? He certainly seems to be of the opinion that the state of disrepair and chaos that Puerto Rico is in is largely their own issue.

The reporter then asked the President if he would ensure that a similar event would not happen again. To whit, Trump responded, "Well, we hope it won't happen again. But part of it is that people are on edge, but maybe, eventually, we'll solve the problem so they won't have to be so on edge."

This kind of response was woefully inadequate and failed to address the fear the residents in Hawaii felt in the thirty-eight minutes between the first alert and the subsequent reversal. Parents panicked and lowered their children into the sewers in a desperate attempt to get them to safety. Security cameras show a calm scene and then a stampede of people evacuating and fleeing to their families or loved ones. Though the President is not at fault for the error of every State Employee he is responsible for assuring the American people of their safety. If actual safety is not possible then at the very least the President should be a voice of unity and attempt to assuage the concerns of his citizens. Trump failed to meet the very low threshold expected of him. All that was appropriate or needed from him on this day was a statement that Hawaii was not under attack and that the source of the mistake would be found.

There are many disturbing parts of to this news story, from the fact that a statewide alert can be so easily accidently sent out to the response of the President there exist many opportunities for worry and concern. What concerns me most in this entire saga, however, is the total and absolute believability of a ballistic strike on U.S. soil. The situation with North Korea has been handled so boorishly by our commander in chief that the prospect of aggression from Kim Jong-il is not only plausible, it may even be inevitable. It sounds more like a line out of a bad fiction novel or the story arc of one of the Fallout games, but for the first time since the Cold War the threat of nuclear missiles being launched is plausible. In a time where diplomacy and tact is needed our President needs to remember to prioritize our saftey over his ego.

I see no possible redemption for Trump in this instance. It is notable that the usual loyal legions of Trump's supporters have not yet been able to justify this faux pas either. In era where the competency and sanity of the President is in question, threats towards the United States must be taken seriously. It is not a partisan issue. I do not have the answers on what it would take for Trump to start acting presidential.

In my eyes, and in the eyes of many Americans, he woefully failed yet again at the nation's helm. I give no stock to the argument that his response was adequate. Only though bipartisan efforts can we right this ship.

Internalizing grades: how students conflate academic performance with self-worth

by Allie Duggan '20
Opinion Editor

Beginning in high school, students begin to measure their self-worth in direct correlation with their academic success. Such an understanding gains momentum as students begin applying to college; at this point, you are no longer simply defined by your Grade Point Average (GPA), but your participation in sports, clubs, student government, and volunteer work, along with countless other extracurricular activities. As the race for college acceptances becomes continuously more competitive, students begin to go above and beyond being a straight A student. After your acceptance to college, you expect the stress to decrease – after all everyone calls your college years the best of your life. Instead, you are met with increasingly impossible expectations of success, as measured by materialism and fed by competition within colleges.

Interestingly, this is not the case at Vanderbilt University. In 2014, Vanderbilt University was ranked the number one happiest campus in the nation by The Princeton Review. On their university website, Vanderbilt explains that such happiness is achieved by focusing on balance, affordability, academic community, diversity, and Nashville. Their way of explaining their academic community was very surprising to me. Vanderbilt is a prestigious university with a low acceptance rate of 10.7%.

These students are used to competing to be the best students in their respective high schools. Yet, when Vanderbilt explains their academic community, they claim the opposite; "it's a place where you can get a great education surrounded by excellent peers – without feeling competitive pressure or cutthroat rivalry with other students. The atmosphere at Vanderbilt is simultaneously challenging and collaborative." As one sophomore at Vanderbilt said, "Throughout my time at Vanderbilt I have never encountered negative competition among my classmates. The environment here truly fosters cooperation among students, and I believe this strongly contributes to the great happiness of the student body."

This idea of a supportive college community is an anomaly, as the majority of campuses in the United States are institutions where peer competition is viewed as a positive. Hamilton is no exception.

This idea of college success and self-worth not only encompasses your GPA, but anything you can put on your resume: leadership roles, sports, volunteer work, research, internships, etc. Such success comes, supposedly, in addition to maintaining a lively social life and getting adequate amounts of sleep.

Consistently comparing oneself to peers can be overwhelming, both inside and outside of the classroom, and is extremely detrimental to student's mental health.

Hamilton College is an elite school, one which inspires competition between peers in everything from grades to drinking. On multiple occasions, I have overheard conversations between peers comparing – and bragging – about the lack of sleep they got the night before or the amount that they drank over the weekend. These comparison of unhealthy habits are simply an extension of the constant peer competition; it is not just who can do the best, but who can be in the worst shape and still manage to do the best. You hear students bragging about how they had to pull an all-nighter to finish a paper or telling their classmates how little they studied for a test while, in reality, they started studying weeks ago.

This environment fuels unhealthy habits and feeds into anxiety and depression, as students feel that, no matter what they do, they cannot adequately measure up to their peers.

A test of #MeToo: the implications of the allegations against Aziz Ansari and how we should respond

by Will Kaback '20
Managing Editor

On Jan. 13, the website *babe.net*, a self-described purveyor of "good news reporting, trash trends, personal stories, industry-leading analysis of fuckboys and the pettiest celebrity drama" published a story titled, "I went on a date with Aziz Ansari. It turned into the worst night of my life." In it, a 23-year-old photographer (called "Grace" in the story, to protect her true identity) alleges that comedian Aziz Ansari – of *Parks and Rec* and *Master of None* fame – made unwanted sexual advances after a date in the fall of 2017. Although Grace does not directly accuse Ansari of sexual assault in the article and says that the sexual acts the two participated in were at least outwardly consensual, the tone of the piece reads as a clear criticism of his actions and behavior that night.

Grace recounts the entire evening in meticulous detail, down to the wine she and Ansari enjoyed at his apartment; "It was white. I didn't get to choose and I prefer red, but it was white wine." When describing Ansari's advances and their limited sexual encounter, the recollection is so graphic that some readers have recommended that the article include a trigger warning. The story concludes with Grace crying in the car ride home from Ansari's apartment, followed by an innocuous text from him the next day that suggests he had no idea anything was wrong at all.

In the wake of the accusations of sexual assault and harassment against male Hollywood figures like Harvey Weinstein, Kevin Spacey, James Franco, and many others, the #MeToo movement has emerged as a powerful means of both exposing the predatory behavior of powerful men and offering a channel through which women who have experienced assault and harassment can tell their stories.

On the heels of #MeToo, the "Time's Up" movement was created and unveiled at the Golden Globes on Jan. 7. "Time's Up" is "a unified call for change from women in entertainment for women everywhere" with the purpose of combating "the systemic inequality and injustice in the workplace that have kept underrepresented groups from reaching their full potential."

Clearly, the time when men like Weinstein could prey on their female colleagues without repercussions is over. In its place, we are confronted with stark realities that bring issues of equal pay, discrimination, and power imbalances to the forefront of the national discussion. And prior to Jan. 13, the women who came forward with these stories were touted – rightfully so – as brave, strong, and industry shifters. That is where Ansari enters.

In the days following the *babe* article, multiple news outlets, including *The Atlantic*, *The New York Times*, and *CNN* published op-eds – all written by women – that were sharply critical of both the reporting of the Ansari story and "Grace" herself. The issues raised in each critique range from Grace's lack of initiative, the implications of her "nonverbal cues" of distress, and the dynamics of a young white woman accusing a young man of South Asian descent of sexual misconduct.

The crux of the argument against the *babe* article, however, is that Ansari's actions, while unflattering, were hardly egregious enough to warrant grouping his name into the ever-growing list of male Hollywood abusers. Furthermore, each writer, directly and indirectly, accuses Grace and the journalist behind the article of harming the #MeToo and "Time's Up" movements by creating a furor over an incident that lacks the clear malicious intent of earlier stories.

In her piece for *CNN*, Lucia Brawley writes, "It sounds from 'Grace's' words as though they each had different expectations of the date: he, that they would have sex, she, that she might date a celebrity. Her horror appears to have stemmed from disillusionment at their differing agendas."

In her piece for *The Atlantic*, Caitlin Flanagan writes, "I thought it would take a little longer for the hit squad of privileged young white women to open fire on brown-skinned men. I had assumed that on the basis of intersectionality and all that, they'd stay laser focused on college-educated white men for another few months. But we're at warp speed now, and the revolution – in many ways so good and so importan – is starting to sweep up all sorts of people into its conflagration: the monstrous, the cruel, and the simply unlucky. Apparently there is a whole country full of young women who don't know how to call a cab, and who have spent a lot of time picking out pretty outfits for dates they hoped would be nights to remember."

In her piece for *The New York Times*, Bari Weiss writes, "The single most distressing thing to me about this story is that the only person with any agency in the story seems to be Aziz Ansari. The woman is merely acted upon."

The response to the original article and the subsequent critiques on social media has been, predictably, polarized. Some say Grace's experience is a further indictment of how deeply rape culture has pervaded the lives of women, to the point that a simple dinner date carries the expectations of sex afterwards. Others have asked why Grace did not simply say "no" when she felt uncomfortable, thus signaling to Ansari that she did not want to continue hooking up. In turn, others have said Ansari's status as a high-profile male celebrity created an environment in which Grace did not feel as though she could say "no."

Unfortunately, many of these conversations online have, also predictably, started earnestly enough, but quickly devolved into ad-hominem attacks and accusations of "not understanding." One commenter on Weiss's New York Times piece noted that these arguments appeared less divided by gender than by generation.

Indeed, in their articles, Weiss and Brawley both admit to feeling out-of-touch with the younger generation of women and the evolving sexual norms that exist within that group. Citing the social dynamics of her youth, Weiss opens her article with, "I'm apparently the victim of sexual assault. And if you're a sexually active woman in the 21st century, chances are that you are, too."

Clearly, the story of Grace and Ansari has proved more problematic than other stories that have emerged within the canon of #MeToo. Further complicating matters is the comments made by the author of the *babe* piece, Katie Way, who responded to Ashleigh Banfield's critical remarks on the story by calling the HLN host a "burgundy lipstick, bad highlights, second wave feminist has-been." In the span of just five days, this story has gone from one of singular narrative to an increasing muddled string of accusations, misrepresentations, and hot takes from all corners of the internet. As Flanagan notes in her piece, the speed at which these stories are now operating can often undermine the purpose of publishing it in the first place.

With this article, I do not seek to weigh in on one side of this discussion over the other. Instead, I want to call attention to two emerging trends within #MeToo that the *babe* article illustrates better than any previous piece.

First, it seems as though these stories are becoming increasingly binary. A celebrity's name appears on the front page of Twitter with news of the latest accusation and it suddenly becomes time to take sides. Either you believe the accuser or you do not. You are either for #MeToo or you are against it. You are either an ally or an enabler. Men of Hollywood are either exploitative monsters or selfless feminist champions (as Ansari supposedly was before Jan. 13.)

PHOTO COURTESY OF C1.STATICFLICKR.COM

Comedian Aziz Ansari stands accused of making unwanted sexual advances.

It is understandable. This movement has always been anchored by the atrocities of Weinstein and the bravery of the women who came forward to stop him. As such, it becomes easy to see all ensuing stories within that framework. But as the story of Ansari and Grace has demonstrated, these issues are rarely cut and dry, and encompass larger problems involving communication, expectations, and digital correspondence.

Yes, these stories are part of a larger, undeniably necessary narrative, but each is also the story of individuals in unique scenarios, and we should treat them as such. There are far too many malevolent forces eager to jump at any opportunity to undermine this movement to treat these testimonies as strictly right or wrong, rather than acknowledging the spectrum they exist on.

Second, the issues raised by this story are hardly a condemnation of the #MeToo, as many have suggested. I believe it to be disingenuous to take the first instance of a high-profile accusation without a clear consensus on the accuser or the accused as evidence of a failing movement. #MeToo is revolutionary precisely because it has waded into the muddied, dangerous waters that have been left unaddressed for too long. But it is unreasonable to expect everything to go smoothly once these waters have been entered. As any wide-eyed sixth-grade student of sex-ed will tell you, these issues can be uncomfortable, complex, and downright intimidating.

Anyone who expected a critical examination of America's relationship with sexual abuse to be smooth sailing probably did not have much familiarity with these issues in the first place.

In many ways, Grace's story is a litmus test for the #MeToo movement. Are we willing to lean-in when challenges arise, rather than shying away from deviations from the popular narratives that have emerged?

Can we debate these issues openly, allowing constructive and respectful voices to be heard even if they do not agree completely with any individual viewpoint?

Will we earnestly be able to continue the fight against abuse, assault, and harassment without succumbing to in-fighting and absolutism when faced with problems lacking a clear answer?

In order to achieve the goals set forth by this movement and the women behind it, the answer must be yes.

Careers & Liberal Arts

by Peter Case '21
Staff Writer

This semester, I will be taking a Film Studies course and Creative Writing course, which lead my father to ask me "what the hell are we paying $60,000 a year for?"

He has a fair point. Unless I turn into the next Stephen King or Edgar Wright, the chances of my dad receiving a return on his investment are slim. How am I supposed to put my parents in a nursing home if I am living on a mattress on the floor in a one-room apartment? And while I chose these classes myself because they interest me, their usefulness in an increasingly competitive job market is questionable at best.

So, do I sacrifice my soul at the altar of Economics and concede to a life bereft of creative outlets? Alas, that course of action is not an option for me, not because of any moral high ground, but because of the glaring C+ on my transcript from Econ 101.

My own struggle to reconcile intellectual fulfillment with employability represents the push and pull of a liberal arts education. In a time where skilled trades are becoming more and more lucrative and dependable, and liberally educated graduates are flooding the market, it begs the question: What is the point of a liberal arts education?

When applying to Hamilton, each student receives a litany of emails and letters advocating for the liberal arts experience. While this correspondence is basically just a glorified version of spam, surprisingly the content is not entirely marketed rhetoric.

According to the Association of American Colleges and Universities, four out of five employers surveyed wanted all of their employees to study the liberal arts and sciences. Moreover, the Association of American Colleges & Universities (AACU) states that the data collected on the employment and earnings of liberal arts graduates "provides a much-needed corrective to claims that most liberal arts graduates — those with a degree in a humanities, arts, or social science field — are unemployed and unemployable."

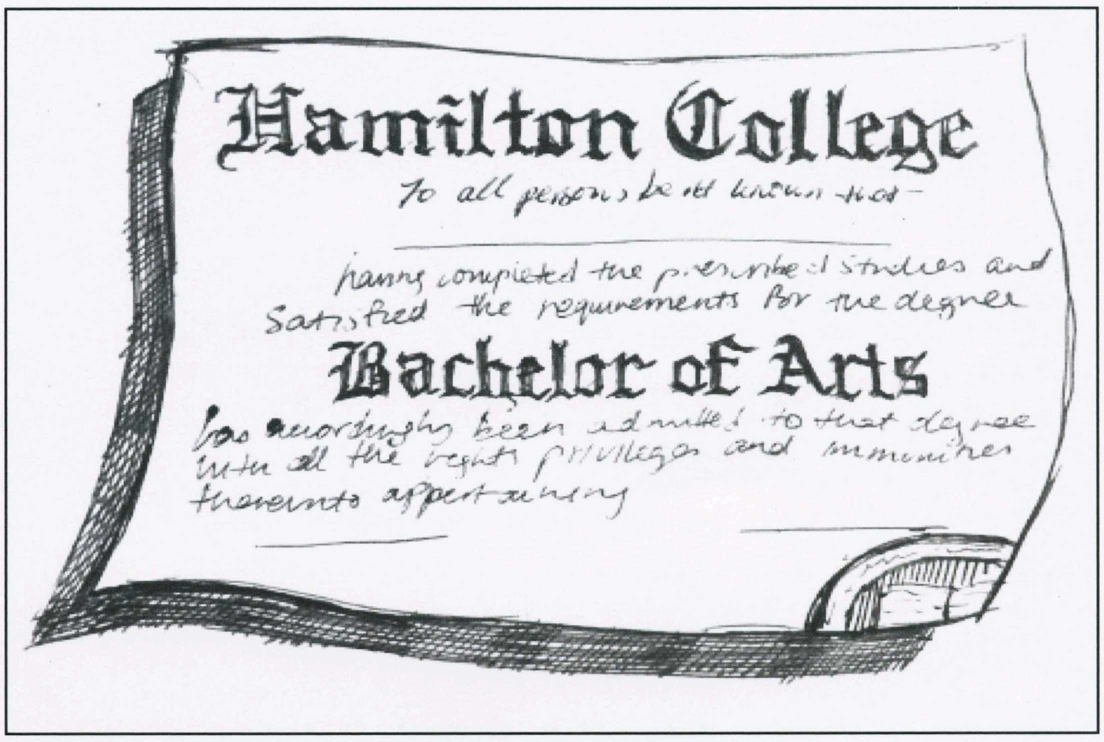

Hamilton College
To all persons be it known that–
having completed the prescribed studies and
Satisfied the requirements for the degree
Bachelor of Arts
has accordingly been admitted to that degree
with all the rights privileges and immunities
thereunto appertaining

ILLUSTRATION BY HEIDI WONG '20

So while the perception of a liberal arts education is one of sardonic derision, the reality is that the courses we take are not important. Rather, the skills we learn through working with course materials are what we pay exorbitant tuition fees for.

Think of it as doing geometry in high school math: for most of us, we will never have to find the hypotenuse of a right triangle in our day-to-day lives. But the logical processing and problem-solving skills needed to employ Pythagoras' theorem are universally applicable. It is on this triangular model that the liberal arts education is built.

Will I use everything I learn in my creative writing course in my job someday? Probably not. Will my film studies course hold any weight on an application? Again, chances are slim. But what employers see when they receive an application that says "Hamilton College" is a person who may have taken irrelevant or self-indulgent courses, but stil has the broad skills to tackle a wide array of problems.

That is what is valuable about a liberal arts education: learning how to think, then one day applying those skills to a more specific end in the workforce.

Mental health in fiction

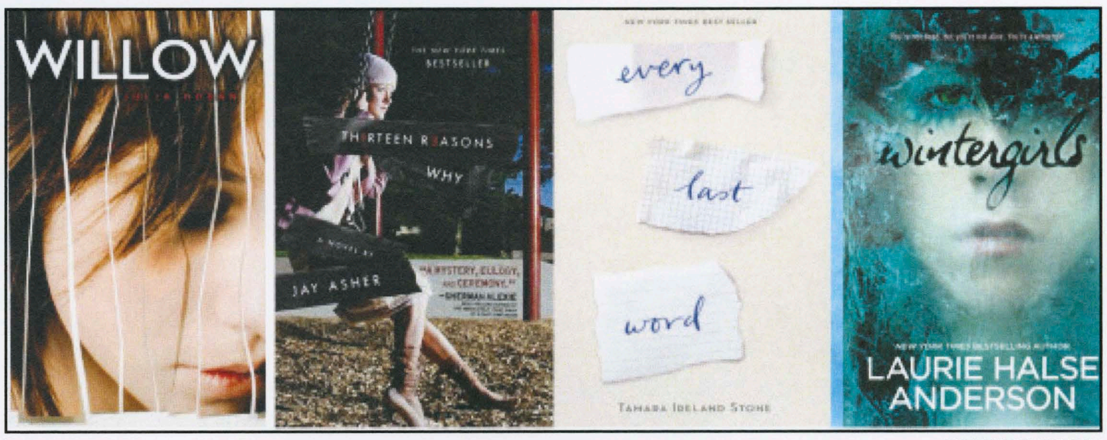
by Rileigh Harrington '21
Staff Writer

Mental health has become a big issue for many college students; anxeties arise over classes, depression from being away from home, or just realizing that you chronically have these conditions. Because of this, many schools, including Hamilton, have counseling centers that encourage students to reach out and get help when they need it. But reaching out for help can be a terrifying experience – and some people may need to find more connections before taking that final step.

Many of you may have noticed while skimming the shelves at Barnes and Noble or Books-a-Million that the main plot of many new Young Adult (YA) novels is a protagonist dealing with some form of mental illness such as an eating disorder, depression, self-harm, suicide, or OCD. This recent trend has been circulating and growing for a few years now, with books such as *Thirteen Reasons Why* by Jay Asher, *Wintergirls* by Laurie Halse Anderson, *Willow* by Julia Hoban, and *every last word* by Tamara Ireland Stone. The question is, why are writers and publishers pushing this material? The answer is simple and comes in two parts.

First, the writers feel strongly about the subject matter and the characters they've created. This is an obvious one. Any writer can understand that once you have an idea, you need to finish it and keep it in your vision. If that means that your protagonist Sam has Purely-Obsessional OCD, then that's how the book is going to go.

Tamara Stone, author of *every last word*, argues that authors didn't necessarily start this trend on purpose – they just wrote the books they saw needed to be written. Stone herself has a son with anxiety and based her book on a friend's daughter who was diagnosed with OCD. Stone believes that books and fiction about mental illness are helping to break down the walls and stigmas surrounding mental health and foster open, healthy conversation about the changes occurring in teens' minds.



BY MOLLY GEISINGER '19

Kathy Fraley is a therapist who has worked in several areas of mental health with kids for the past 25 years. Fraley believes that writing books that mentally ill adolescents can relate to is a great first step on the road to recovery. Fraley says that with her research and personal experience, she has noticed an actual increase in anxiety and depression in adolescents, possibly because we are creating a world where mental illness can be talked about and can be diagnosed without such a stigma hanging over them. She continues to say that now schools and other institutions have started addressing risky behaviors and steering kids away from outlets like alcohol and drugs. Because kids instead turn to relatable things, such as books, there is a strong feeling among authors to write books that address these issues.

Secondly, publishers know that teens will buy books like these. From a business perspective, the drama, the suspension, and neatly-wrapped-up-tied-with-a-bow endings appeal to young adults. The appeal leads publishers to these types of novels because of their likelihood to sell and, therefore, generate profit. Publishers are also aware of the spike in diagnoses in the past few years. They know that young adults buy these books not just for the drama, but because they want a protagonist they can relate to.

Fraley thinks that using relatable fictional characters to open the conversation about mental illness is a great way to get on the path to treatment, especially for adolescents. The only caveat, she continues, is that eventually, no matter how much the teen may identity with the character, they need to come to terms with the fact that the book is fictional and the only way they can get real help is by coming back to reality and reaching out.

Stone and Fraley both make good points when they say that books are a great way to reach out and connect with adolescents – or really anyone – who is struggling with a mental illness. Being able to read a book and see the protagonist struggle with the same problems you struggle with when you don't really understand what is happening to you can be life changing. Fraley is right again when she says that the journey cannot stop when the book ends, the reader needs to come back to the real world, realize the differences between the book and their own life, and know to reach out for professional help. Mental illness is a serious problem – but a very treatable one.

Dear Jans and transfers,

by Lars Skagerlind '20
Contributing Writer

While arriving on the Hill in the middle of the school year may appear a daunting and intimidating task, it's important to remember how excited Hamilton students are to get to know and help you. As a January Admit (Jan), I remember my exact feelings this time last year about being new on campus. Therefore, I am writing this letter to provide some pointers about acclimating to campus.

You should use your Jan or transfer status to your benefit. Don't be afraid of mentioning that you are new here, because people will understand that you don't quite have the hang of things yet. While there is definitely a lot to learn and become accustomed to, in my experience, Hamilton students are more than willing to help you out in anything ranging from picking suitable classes to ordering the best food in the diner. On the very important topic of the diner, I recommend anything with buffalo sauce. The non-Jan friends that I've made were some of the first kids that I met when arriving on campus. From the start, they were the most eager to tell me about their Hamilton experience, teach me what I needed to know, and get to know me.

Most importantly, passivity will undoubtedly hinder your transition into the Hamilton community. You need to be proactive in putting yourself out there. From the macro (joining clubs and student organizations), to the micro (speaking up in class and joining in conversations when you're out at campus parties), taking the initiative will benefit you immensely. I joined an intramural soccer team with some kids that I barely knew, and a year later, we're still planning the tactics for our new season. Ask people you meet and like if you can tag along with them to lunch, they'll always say yes.

PHOTO COURTESY OF EMMA WELLER '19

Freshmen and transfers participated in orientation games from volleyball to late-night bingo to get to know one another and the campus.

One of my major regrets was not attending the pre-orientation program in August, so if you're a Jan and you did that, reach out to everyone on the trip. They'll be glad to see you again and hear about your experiences. If you know people from high school or otherwise, hang out with them for a little bit. It's incredibly helpful to hear multiple perspectives from different people.

Finally, remember that you have a network of former Jans and transfers who will always be there to hear what's going on with you. We all went through the same transitional experience and felt the same twangs of nervousness and excitement to get acclimated on the Hill. We'll be glad to talk to you if you need any advice.

Trump vs. Wippman

PRESIDENTIAL STANCES ON SUSTAINABILITY

by Margaret Riordan '19
Staff Writer

This March, Michael Cox left the Environmental Protection Agency after more than 25 years of work. He departed with a biting letter directed at the Administration, particularly Scott Pruitt, President Trump's appointee for EPA Administrator: "This is the first time I remember staff openly dismissing and mocking the environmental policies of an Administration and by extension you, the indiidual selected to implement the policies. The message we are hearing is that this Administration is working to dismantle EPA and its staff as quickly as possible."

Almost a year later, Cox's fears have come to fruition as Trump approaches the one year mark of his presidency. Trump's administration has both enacted new policies with harmful environmental effects and reversed existing environmental protections. Those receiving the most attention include removing climate change from a list of national security threats, approving the Keystone XL Pipeline, scrapping the Clean Power Plan, and announcing that the United States will pull out of the Paris Climate Agreement. Beyond policy, the Administration continues to scrub government agency language of climate change diction. As it leaves agencies struggling to sustain employees, it imperils those agencies' ability to carry out their duties.

Yet at the same time, college campuses can't seem to get enough green. The past five years have seen rapid expansion of sustainability programs in colleges, ranging from academic expansions to full building plans dedicated to sustainable construction. Many of these tangible steps towards combating climate change are a product of the American College and University Presidents' Climate Commitment. Signed by Hamilton President David Wippman, the pledge commits over 700 colleges and universities to eventual carbon neutrality.

The pledge consists of three parts: colleges commit to initiating a comprehensive plan to achieve carbon neutrality, enacting two or more "tangible action options" to reduce emissions while the comprehensive plan develops, and making all decisions transparent through reporting to the Association for the Advancement of Sustainability in Higher Education.

Brian Hansen, Hamilton's Sustainability Director described some of the tangible actions Hamilton has pursued to reduce emissions. "How we build and renovate our spaces on campus is the major action we employ to reduce carbon emissions," he said. "We consistently invest heavily on insulating our newest (and/or) renovated buildings, and heating/cooling them in a way that maximizes efficiency." Brian added that college carbon neutrality is a slow process that is completed in stages, which can make it difficult to notice for the casual campus observer.

Other sustainable ventures are easier to spot. University of Minnesota Political Science Professor Sheryl D. Breen looks at colleges' environmental initiatives and noticed that they are quick to advertise campus sustainability whether through features on university websites, LEED certified buildings, or conspicuous alternative energy producers like wind turbines.

Though Breen appreciates these efforts, she worries that environmentalist campaigns may not be as effective on students as colleges make them out to be. Breen's concerns are grounded in questions about "decorative sustainability's" ability to instill ethical values upon students. Hamilton describes their students as future leaders of the world; however, does this mean that students are also effective stewards of the earth? An unfortunate example of decorative sustainability is the process of "offsetting" emissions, which means counting natural sequesters of carbon, like forests, as credit towards carbon neutrality.

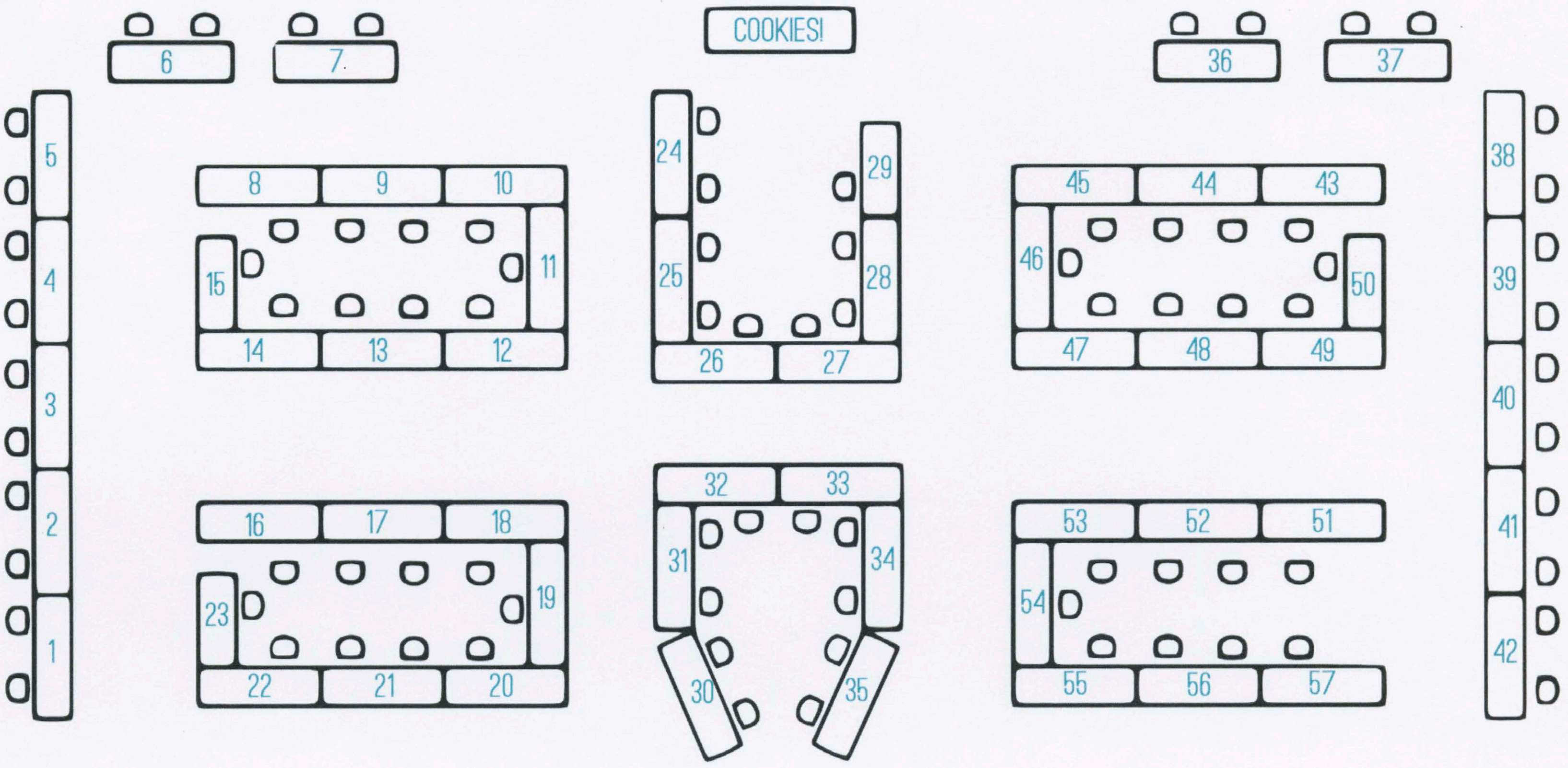
Brian Hansen, along with the Hamilton Sustainability interns, Olivia Shehan '18, Emma Karsten '18, Nick Pace '19, and Hayley Berliner '19, have determined how to make specific improvements to the forested plots that will offset an additional 1,000 tons of carbon annually. This includes improving non-invasive recreational opportunities, protecting the plots from future development, and facilitating limited timber harvesting and invasive species removal to promote tree and forest health.

While useful, tangible actions do not represent all of Hamilton's efforts towards sustainability. Victoria Blumenfeld '16, a past sustainability intern, put together a report of suggestions that can point students towards more sustainable lifestyles. Blumenfeld gathered ideas from neighboring colleges, such as Colgate which offers environmental field resume workshops, Skidmore which offers composting in student apartments, and Union, which educates first years during orientation about how to live sustainability for the next four years. The purpose of these ideas is to encourage students to embrace sustainability not just as the physical world, but also as a foundational part of students' morals. A sustainable lifestyle should have the same emphasis as traditional values like intellect, integrity, and active citizenship.

The initiatives at these other institutions demonstrate that sustainability is more than just an on-campus experience. Colleges expanding their environmental education programs show the greatest promise for students hoping to enter the fast-growing sustainable energy job market.

Trump's efforts to remove facts about climate change from government websites, does not impact insitutional policies around the nation. Institutions will only continue to embrace sustainability through teaching, building, and learning. Hamilton is one of many other instituations whose efforts towards sustainability implicate a larger goal. Like many other colleges, Hamilton aims to make sustainability a priority among student life, even after four years.

Student Activities & FYE Present: The Campus Activites Fair



Friday, 1/19 12pm-2pm
Tolles Pavilion (Annex)

1. ANIME CLUB
2. ASIAN STUDENT ASSOCIATION
3. BEEKEEPING CLUB / MEN'S & WOMEN'S RUGBY TEAMS
4. BLSU
5. CAMPUS ACTIVITIES BOARD
6. CHABAD COMMUNITY ON CAMPUS
7. CLUB ENTO
8. COMMUNITY MOSAIC / PEER COUNSELORS
9. CONSPIRACY THEORISTS
10. CULINARY SOCIETY
11. DATA SCIENCE CLUB
12. DEBATE SOCIETY
13. DUEL OBSERVER
14. EMTS
15. FELLOWSHIP OF CHRISTIAN ATHLETES
16. FRENCH CLUB
17. HAAND
18. HABITAT FOR HUMANITY
19. HAMILTON CHRISTIAN FELLOWSHIP
20. HAMILTON COLLEGE CLIMBING CLUB
21. HAMILTON COLLEGE STRONG GIRLS
22. HAMILTON MICROFINANCE GROUP / MARATHON CANOE TEAM
23. HAMILTON RED CROSS CLUB
24. HAVOC
25. HER CAMPUS
26. HILLEL
27. HOC
28. HOGWARTS AT HAMILTON
29. HUNT AND DRESSAGE CLUB
30. KENDO CLUB
31. LEAGUE OF LEGENDS CLUB
32. MINDS FOR CHANGE
33. MODEL UNITED NATIONS
34. NOVELISTS' SUPPORT GROUP
35. ON THE MOVE
36. OPERATION SMILE
37. PAINTBALL CLUB
38. PRE-HEALTH CAREERS CLUB
39. RAINBOW ALLIANCE
40. ROLEPLAYING CLUB
41. RUNNING CLUB!
42. SADOVE PROGRAMMING
43. SHENANDOAH-KIRKLAND INITIATIVE
44. SIGNATURE STYLE
45. SMART
46. SPANISH CLUB
47. STUDENT ASSEMBLY
48. TAP THAT!
49. THE PEOPLE WHO LIKE TO DO FUN THINGS
50. THE SPECTATOR
51. TROPICAL SOL
52. UNTITLED@LARGE
53. VEGAN CLUB
54. WHCL
55. WISE
56. WOMEN'S CLUB BASKETBALL
57. WOMEN'S CLUB SOCCER

Theatre Department presents: *How I Learned to Drive*

by Michelle Chung '20
A&E Editor

Wasting no time comeing back from winter break, Bare Naked Theatre, through the Hamilton College Theatre Department, is returning this week with *How I Learned to Drive*, written by American playwright Paula Vogel. The play takes place in the American South and follows the story of protagonist Li'l Bit, played by Jojo Rinehart-Jones '20, who faces years of sexual abuse from her uncle Peck, played by Jake Bolster '19. Associate Professor of Theatre Jeanne Willcoxon will be directing the cast.

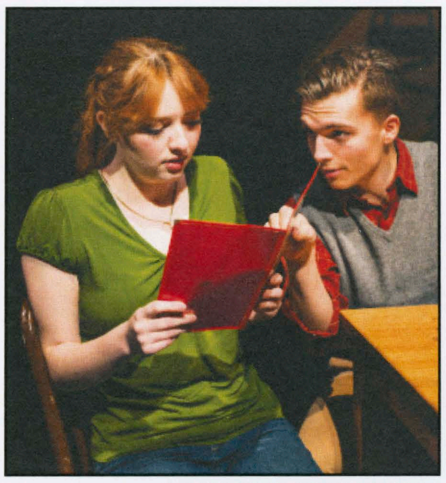
How I Learned to Drive first premiered off-Broadway in 1997, since receiving has received many noteworthy awards, including the 1998 Pulitzer Prize for Drama, the New York Drama Critics Award for best play, the Drama Desk Award for outstanding play and performances, the Obie Award for excellent direction, playwriting, and performances, among others.

Unlike most stories, the play follows Li'l Bit's life in a non-chronological order, depicting her maturity from age 11 to 18.

The play starts with a narration from her as an adult, and consequently includes scenes from other moments of her life such as struggling with alcoholism in college or bullying in middle school, leading up to the final moments where the play reveals how the sexual abuse all started.

PHOTOS COURTESY OF BRYAN EDWARDS '19

The cast of *How I Learned to Drive* practice during one of their final rehearsals.



PHOTOS COURTESY OF BRYAN EDWARDS '19

Jojo Rinehart-Jones '20 and Jack Bolster '20 play the two leading characters.

The play also includes a set of three Greek choruses, including the Male Greek Chorus played by Adrian Summers '19, the Female Greek Chorus played by Bridget Lavin '18, and the Teenage Greek Chorus played by Maria Lazgin Ciercielli '18. Each chorus member takes on the identities of other characters in Li'l Bit's life. Their contrasting opinions, when it comes to topics such as sexual abuse or victimization, also force audience members to question their own understanding of the story and the topics at hand.

In covering such heavy scenes and themes, Rinehart-Jones '20, who plays Li'l Bit, spoke on what she hopes to bring to the character especially as it may be unique compared to other actresses' portrayals.

"I think other portrayals of Li'l Bit have kind of stripped away some of the nuance of the show — because yes, it's dark, and it's hard, and about terrible events, and Li'l Bit is obviously very scarred by what she goes through, but it's also funny" (which drew a huge backlash towards Paula Vogel when she originally wrote it), explained Rinehart-Jones. "I think removing the black comedy that Li'l Bit uses to sustain herself and survive this abuse is removing a huge part of the character and part of the point of the show, which is that life is messy, and it can be easy to cover up secrets with humor and use that to survive, [but] rather than diminishing the meaning this aspect makes it resonate more when the play does reach those very dark points."

Rinehart-Jones also commented: "When I found out [the play] was being produced at Hamilton, I was excited to audition not just because I think it's a great play but because it's a really interesting play to be putting on now, at the dawn of this new feminist age, and on a college campus especially."

Through a story that openly discusses serious issues such as sexual abuse, alcoholism, incest, and more, Vogel blends in elements of a dark comedy to create an engaging and eye-opening piece. Willcoxon's direction expertly blends these themes and further highlights important aspects of the play. Especially with the talent of the actors and actresses who all understand the importance of the play's topic, bringing their own style to their characters, *How I Learned to Drive* is not a show anyone would want to miss.

Audience members can watch *How I Learned to Drive* from Jan. 17 - 19 at 7:30 p.m. in the Barrett Theater. Free admission.

Wellin Museum invites students to join a "Community Conversation"

Thursday, Oct. 25 at 4:15 p.m. in the Wellin Museum

Join a conversation over pizza with members of the Wellin Museum to hear about upcoming programs, opportunities for student involvement and employment, and exhibitions. Julia Dailey '18 and Matthew Tom '20 will lead the discussion, while Museum director Tracy Adler will introduce the spring exhibitions, including:

Margarita Cabrera: Space in Between, a social-practice project that uses traditional sewing and embrodiery to examine the relationship between the United States and Latin America.

This Place, a collection of works from twelve international artists who explored Israel and the West Bank.

Jeffrey Gibson: This Is the Day, with over 50 works made within a four-year time period that focuses on the artist's cultural Native American heritage.

While on campus, also be sure to check out the Kevin and Karen Kennedy Center for Theatre and the Studio Arts, which features student photographs, videos, sculptures, paintings, and more.

PHOTO COURTESY OF JEFFREY GIBSON STUDIO

The Jeffrey Gibson exhibit will feature sculptures, paintings, installations and videos.

Show Profile:
Chlorine for Closers
Fridays at 9 p.m.
with...
Maddie Cavallino '21

If you read the label, this is a show of indie acoustic music. In actual practice, you're gonna get a whole lot of indie acoustic music, plus some French rap, underground rock, and the occasional request for Gucci Gang. If it has less than 1000 plays on Spotify, you better bet that it could show up here.

PHOTO COURTESY OF BRAD D'ALMANAC

The show features commentary on the best and brightest songs by The Mountain Goats from your favorite emcee.

Typical Playlist:

"Color In Your Cheeks"
– The Mountain Goats

"Stevie Nicks"
– The Hold Steady

"Figure It Out"
– Royal Blood

"River"
– Bishop Briggs

Established in 1941, WHCL is a non-profit, student-run, free-form radio station. Located atop College Hill in the beautiful village of Clinton, New York, it boasts 270 watts of power and runs 20 hours a day, 7 days a week.

Highlights from the Golden Globes: winners, Oprah, and "Time's Up"

by Josie Blatt '21
A&E Editor

The Golden Globes kicked off 2018's award season on Jan. 7. At the award show, which celebrates television and movies, the Hollywood community decided to make a statement against sexual assault, misconduct, and pay inequality. The movement that was highlighted during the Golden Globes is called "Time's Up." Created to urge the media to spend equal time covering the stories of sexual assault survivors from less glittering industries as it does on Hollywood, the movement has coalesced in recent months. To support the initiative, almost every Golden Globes attendee wore all black and many wore a "Time's Up" pin. After countless actors, directors, and executives have been found guilty of sexual misconduct, it was nice to see such a large statement saying that aberrant behavior would no longer be tolerated.

Host Seth Meyers also addressed sexual misconduct in his opening monologue. His first words of the night were, "Good evening ladies and remaining gentlemen." He continued to respectfully poke fun at the prevalent issue throughout the night. Meyers also joked about President Trump, saying: "We're all here tonight courtesy of the Hollywood Foreign Press. A string of three words that could not have been better designed to infuriate our current president [...]The only name that could make him angrier would be the Hillary Mexico Salad Association."

Keeping with the political theme of the night, Oprah Winfrey's acceptance speech for the Cecil B. DeMille award, an award for outstanding contribution to the world of entertainment, sparked rumors of a possible 2020 presidential campaign. Oprah's speech addressed issues of racism, sexism, freedom of the press, and more. She also spoke about the "Time's Up" movement and voiced support for women around the world from all workplaces, not just entertainment, who are victims of sexual assault. She said, "I want tonight to express gratitude to all the women who have endured years of abuse and assault. Because they, like my mother, had children to feed and bills to pay and dreams to pursue."

PHOTO COURTESY OF ROSA CLEMENTE

Actresses wear all black in solidarity with sexual assault survivors and the "Time's Up" movement.

Oprah also told the story of Recy Taylor, a young black woman in 1944 who was raped by six white men on her way home from church. The men threatened to kill her if she ever told anyone, so she reached out to the National Association for the Advancement of Colored People (NAACP). Rosa Parks, who would go on to become a civil rights icon, took on Taylor's case and fought hard, but unfortunately the men were never prosecuted because, "Justice wasn't an option in the era of Jim Crow." Taylor died a few days prior to the Golden Globes and Oprah spoke on the importance of her life: "She lived as we all have lived, too many years in a culture broken by brutally powerful men. For too long, women have not been heard or believed if they dare speak the truth to the power of those men. But their time is up. Their time is up."

In addition to the focus on sexual assault, the night also celebrated, as it does annually, television and movies. *The Shape of Water* was the most nominated film of the night, with seven nominations. However, the big winners were television series *Big Little Lies* and the motion picture *Three Billboards Outside Ebbing, Missouri*, each winning four Golden Globes. Other motion picture winners included *Coco* for best animated motion picture, *Lady Bird* for best musical or comedy motion picture, and *The Greatest Showman* for best original song with "This Is Me." Other television winners included *The Handmaid's Tale* for best drama television series and *The Marvelous Mrs. Maisel* for best musical or comedy television series.

The Golden Globes was just the beginning of this year's award season. Coming next, the Screen Actors Guild Awards will take place on Jan. 21 on TNT and TBS, the Grammy Awards will on Jan. 28 on CBS, and the Academy Awards on March 4 on ABC.

Woman to Watch For: Gina Rodriguez

by Grace Passannante '20
Contributing Writer

Gina Rodriguez is different. Not only is she poised, confident, and intelligent, but she is also an accomplished actress with a remarkable success story. Rodriguez is best known for her role as Jane on the CW television series *Jane the Virgin*, which first aired in 2013. In 2014, she was nominated for a Golden Globe for her role in the TV series.

Born and raised on the South Side of Chicago in an immigrant family, Rodriguez grew up with countless obstacles. In a *TIMES* interview about her family life, Rodriguez says that these obstacles led her to believe that she could not do particular things or achieve her goals. In the interview, her sister, Ivelisse, revealed that one of their cousins was caught in the middle of gang cross-fire outside of their house and died. It was not an easy way to grow up.

However, Rodriguez remarks that her parents were incredibly supportive of her and her sisters, and did not allow these obstacles to get in their way. Rodriguez recounts that every night while she slept, her father whispered in her and her sisters' ears, "I will and I can." He wanted to speak to the subconscious in order to impact their consciousness. Furthermore, none of the sisters were allowed to have a boyfriend until they were eighteen years old in an effort to avoid teenage pregnancy, which plagued other girls in their Chicago neighborhood.

Rodriguez's father, Genaro, is a professional boxing referee, and all three sisters also grew up boxing. As a result of fantastic parenting, a supportive family environment, and motivated spirits, the three girls, Ivelisse, Rebecca, and Gina, all grew up to achieve their versions of the American dream. Ivelisse graduated from Harvard Business School and is currently a partner at a private equity firm. Rebecca is the medical director of a family-health clinic, and Gina is a successful actress. Rodriguez gives credit to her parents for creating an environment in which her and her sisters could thrive — academically, and in their careers.

Today, Gina Rodriguez has come a long way from her neighborhood on the South Side of Chicago. After high school, she attended the Tisch School of the Arts at NYU, where she had four years of training at the Atlantic Theater Company and Experimental Theater Wing. She graduated in 2005 with a Bachelor of Fine Arts degree. Rodriguez landed her first role after graduation in the *Tiny Dancer*.

Next, she played the role of Frida Kahlo in *Casa Blue: The Last Moments in the Life of Frida Kahlo* at the American Stage Theater. She continued to land roles in TV, acting in the shows *Jonny Zero*, *Army Wives*, and *Law and Order*. She also acted in several indie films, one of which, called "Osvaldos," was accepted into multiple film festivals. In this film, Rodriguez won best actor award at the First Run Film Festival in NY in 2010.

Later on in her career, Rodriguez guest starred on the TV shows *The Mentalist*, *Happy Endings*, and *Ten Things I Hate About You*. One of Rodriguez's most exciting roles was her role as Filly in *Filly Brown*, which came out in theaters in 2013. For the film, she learned to rap and collaborated with music producers to create five original songs for the film. She also won an Imagen award for "Best Actress in a Feature Film" for *Filly Brown*. More recently, Rodriguez plays the voice of Una, an animated hedgehog in the 2017 animated film, *Ferdinand*.

In addition to acting, Rodriguez is a philanthropist and activist. She works with Inspirica, an organization that works with Latino leaders who positively influence their communities. In addition, she works with the National Hispanic Foundation for the Arts and the Boyle Heights Learning Collaborative.

Evidently, Gina Rodriguez is an accomplished actress who will definitely achieve more in the future, whether it involves acting or not. Keep an eye out for what she does next.

PHOTO COURTESY OF WIKIMEDIA COMMONS

Gina Rodriguez is known for her role on the CW series *Jane the Virgin*.

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Despite loss, Bills reward loyal fan base with long overdue playoff berth

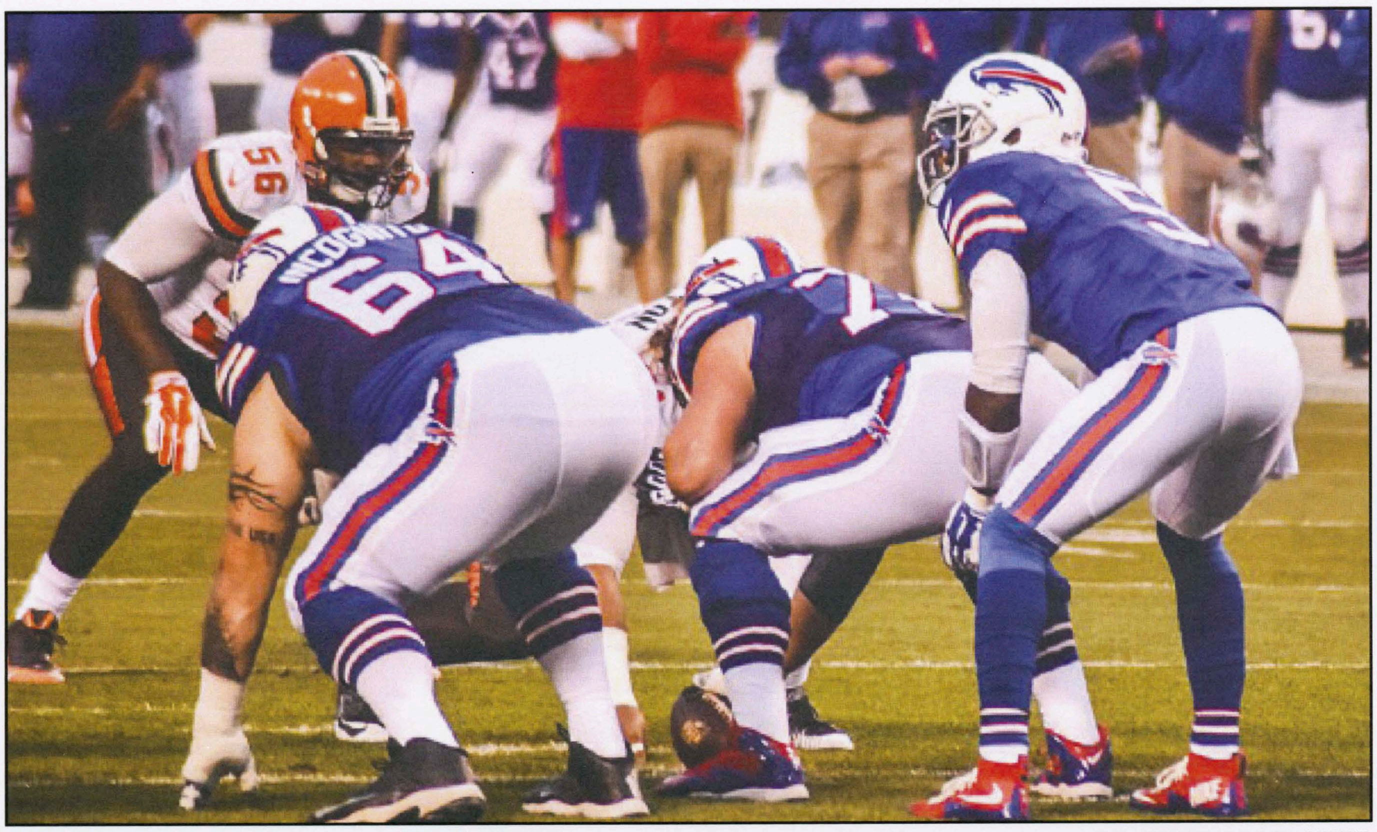

PHOTO COURTESY OF WIKIMEDIA COMMONS

After 19 years, the Bills finally accomplished the impossible and made the playoffs.

by Levi Lorenzo '19
Sports Editor

"Ay ay ay ay!", one friend shouted. "Ay ay ay ay!" we echoed back."Let's go Buffalo!" he cried. "Let's go Buffalo!" we screamed back. If an outsider were to stumble upon that house party, he would have no idea we were celebrating New Year's Eve and not the Bills' playoff berth. I am not a Bills' fan, but growing up in Rochester, NY, a city thoroughly nested in Bills' country, I could not help but feel overjoyed for my many friends who had suffered for so long when the Bills clinched a playoff spot for the first time in 18 years. I joined in with the cheers, which were led by my friend who donned a Bills jersey underneath his blazer at this formal-themed party.

I had watched my friends' misery year after year, and while at times I laughed at their misery, I could not help but feel for them, especially when my New York Giants lost 13 games this season. So in Week 17 of the regular season when Andy Dalton miraculously found wide receiver Tyler Boyd on fourth and 12, and Boyd evaded Baltimore Ravens defenders to find the end zone, I jumped out of my seat, pumped my fists, and yelled. The Bills needed to win in Week 17 and get help to obtain a playoff spot, and, after finishing off the Miami Dolphins, they got the help they needed from the Cincinnati Bengals.

The Bills are not yet an elite NFL team, and their disappointing 10-3 loss to the Jaguars in the Wild Card Round of the playoffs solidified that reality. Yet, they are headed in the right direction. In head coach Sean McDermott's first year, the Bills accomplished a feat that they had not since I was two years old. The Bills parted ways with Offensive Coordinator Rick Dennison just five days after their playoff exit, replacing him with Brian Daboll, who has won both a Super Bowl and FBS national championship in the last year, as Tight Ends Coach for the New England Patriots and offensive coordinator for the University of Alabama, respectively. More coaching changes may come. The Bills will also need a new VP of Player Personnel as the role's previous occupant, Brian Gaine, recently became general manager of the Texans.

Many questions linger for the Bills in this crucial offseason. Several key players will be unrestricted free agents, including team-leading tackler Preston Brown, mainstay of the defensive line Kyle Williams, who has indicated he will retire, and bruising running back Mike Tolbert, who has complimented LeSean McCoy nicely. It remains to be seen whether the Bills will re-sign these and other key contributors, and who they will pursue in free agency as well as the draft, where they have five picks in the first three rounds, including the 21st and 22nd overall picks. Perhaps the biggest question mark lies at the position that typically dominates the headlines: quarterback. LeSean McCoy is a game-breaking running back, Charles Clay is a solid pass-catching tight end, and the receiving corps, including Deonte Thompson, Zay Jones, Jordan Matthews, and Kelvin Benjamin, have potential. The question remains whether Tyrod Taylor — or Nathan Peterman — can effectively power this offense and lead this team to victories.

Taylor had his moments this seaon and is a great athlete, but he has neither proven himself as a leader or as a consistent player. Mcdermott's choice to bench Taylor earlier this season, while questionable, was not outrageous until Nathan Peterman turned in perhaps the worst half of quarterback play in NFL history in the Bills' loss to the Chargers. Taylor's statistics are mediocre across the board. He only threw four interceptions this season but also threw just 14 touchdowns. His 89.2 pass rating is serviceable, as is his 62.2 percent completion percentage, but his 6.66 yards per attempt is not. Taylor's statistics have declined over the past three seasons, and at 28 years old, many doubt that Taylor is the quarterback of the future. Frankly, leading the Bills to the Wild Card Round is not enough to secure the starting role for next season. Though both Taylor and Peterman are under contract for the 2018 season, the Bills will likely obtain a quarterback through either free agency or the draft whom they expect to compete for the starting job right away.

The Bills are on the rise, and as a sports fan, particularly one from Bills country, I am happy for the fan base. Affectionately known as Bills Mafia, Bills fans are notorious for being not only rowdy but also faithful. Buffalo is one of the smallest markets in the NFL, and with a sluggish economy and the Sabres sitting at the bottom of the NHL Eastern Conference, the Bills are just about all Buffalo has going for it. Buffalo is a blue-collar town and its fans have held on dearly for years waiting for success. The combination has made the Bills fan base notoriously raucous, and *Barstool Sports* has made the Bills Mafia a national sensation.

Bills Mafia characteristically loves the Bills, getting drunk, and documenting and reposting of table-smashing videos at tailgates. They stuck through many hard times: four consecutive Super Bowl losses, the Music City Miracle, and an 18-year playoff drought. The coaching carousel hopefully has come to a stop, and perhaps the quarterback carousel will soon. The Bills fan base deserved the playoff berth as well as much more future success. Being a Bills fan has not been easy, but there is light at the end of the tunnel. The city of Buffalo needs a successful Bills franchise; the fan base deserves a Super Bowl. A strong offseason is critical for the Bills if they want to build on their success, but they have ended the longest active playoff drought in major American sports. To that I say, "dilly dilly, go Bills!"

PHOTO COURTESY OF WIKIMEDIA COMMONS

Tyrod Taylor has not solidified himself as the Bills' future quarterbak.

Women's hockey sweeps Trinity to remain in first place in the conference

*from W. **Hockey**, page 16*

the penalty kill created a two-on-one where Knop was able to poke a rebound past the Panthers' goalie from a Segall shot. Plymouth State came up with several key blocks in the overtime period to preserve the tie.

The following day, Jan. 6, the Continentals returned to their winning ways with a 6-1 blowout against Southern Maine. The Huskies got out to a strong start, scoring with less than a minute remaining in the first period to gain an early 1-0 advantage. However, the Continentals quickly caught fire thanks to a power play goal by Rockey 4:01 into the second period to level the score. Michaela Giuttari '20 and Mairead Carey '18 added goals of their own in the period, with Karina Sirabian '21 picking up assists on both goals. The Continentals did not ease off the gas pedal in the third period, scoring three more goals in the final three minutes of the game by Segall, Giuttari, and Maddie Beitler '21.

Hamilton suffered a setback on the road against SUNY-Potsdam on Jan. 9, ending a five-game unbeaten stretch for the team. Segall continued her hot streak on the offensive end with a first period goal off the feed from Knop and Timary Malley '20. Unfortunately, the early lead would not hold up, as Potsdam was able to score early in the second and pulled ahead of Hamilton on a goal by Brenna Wilson 2:47 into the final period of play. Potsdam goalie Samantha White slammed the door shut to preserve the 2-1 victory.

The Continentals returned to Russell Sage Rink for a double-header against the Trinity Bantams, aiming to preserve a perfect NESCAC record following sweeps of Colby and Williams. The conference foes battled through a scoreless first period, but Hamilton was given a man advantage early in the second period thanks to a tripping penalty on the Bantams. Piacenza collected a rebound from a Knop shot and slotted a backhander past Trinity's goalie to jump out to a 1-0 lead. The Continentals doubled their lead when Madie Bologa '21 netted her first collegiate goal off a dish from Giuttari. Segall made it 3-0 on the power play off the feed from Blackwell, scoring her sixth goal of the young 2017-18 campaign.

Beitler again capitalized on the power play to extend the lead to 4-0. Walther closed out the game with ease, stopping all 16 shots she faced in the game to clinch yet another shut out.

Hamilton would triumph over the Bantams again the following day, but required overtime to preserve their unbeaten conference streak. The dominant Continentals' defense, which is holding opponents to less than a goal per game, flexed its muscles against Trinity, playing the NESCAC rivals to a stalemate through 60 minutes of regulation play. With just 10 seconds remaining in overtime, Rockey intercepted a Trinity clearing attempt and sent a pass to Giuttari in the slot. Giuttari took on several Bantams' defenders before beating the Trinity goalie glove-side to capture the sudden-death victory. Walther posted her second shut out of the weekend by saving 20 Trinity shots.

Walther made it three straight shutouts on Jan. 16, in a 3-0 non-conference win over Morrisville State. Segall took sole possession of the team lead in scoring on Tuesday with her first period goal off a Bologa assist 15:33 into the game. Rockey doubled the lead in the second period, while Sirabian added a goal of her own on a pass from Jade Alvillar '18.

The undefeated 6-0 start to the conference schedule has Hamilton sitting firmly in first place atop the NESCAC rankings. The Continentals strongest area has been on the defensive end, where they lead the NESCAC with just 0.85 goals allowed per game, allowing just 11 goals in 13 games. Hamilton has shown tremendous discipline by having the lowest penalty minutes per game in the conference, and has excelled on special teams by killing off 97 percent of opponents' power plays.

Segall is tied for fourth place in the NESCAC with seven goals this season and is second in the conference with four power play goals. Giuttari leads the Continentals with 12 points this winter including six goals and a team-leading six assists. Walther is dominating the NESCAC goaltending statistics, leading the conference with just 0.83 goals allowed per game and a .967 save percentage.

The Continentals will put their undefeated NESCAC record on the line again this weekend with a trip to Middletown, CT for a Friday, Saturday double-header against Wesleyan on Jan. 19-20. Wesleyan is winless in NESCAC competition but has forced four ties against conference opponents due to their stout defense and strong goaltending. Following the series against Wesleyan, Hamilton will return home for two games against a talented Middlebury team sporting a 4-1-1 conference record.

Men's basketball attains highest ranking in program history

*from **Basketball**, page 16*

five at halftime. With two minutes remaining in the first half, Gilmour added a three-pointer giving Hamilton its biggest lead of the night at 34-21. During the second half, Hamilton's lead wavered between two and 10 points but the Continentals responded with persistence and well-executed plays. The second half started off strongly for Hamilton as they were up by 10 about 5 minutes into play. Despite Wesleyan's comeback to only a three-point deficit with about 10 minutes into play, both Pucci and Doyle added three-pointers to put Hamilton ahead by seven. The final 2 minutes were critical, as Hamilton was only up by four, but Dwyer, Gilmour, and Doyle each added two free-throws, putting Hamilton ahead by six.

When asked about what worked well for the Continentals during this tough game, Pucci responded, "Our expectation was that we were going to win, but we knew it wasn't going to be easy. When they were ninth nationally last year, we routed them at home so we knew they'd be eager to get revenge. I think that motivated us even more. This year's Wesleyan team was just as if not tougher than last year. Going into the game we felt as though we had the advantage offensively, but we knew we'd have to compete well on the defensive end against their physical lineup. Happily we were able to do just that which showed a tremendous amount of growth from the guys."

Determined to continue their winning streak, the Continentals dominated the game both offensively and defensively against the Connecticut College Camels the next day at the Margaret Bundy Scott Fieldhouse. Four players scored double-digit points. Both Grassey and Hoffman scored career-highs of 27 points each and Conn and Gilmour added 11 points.

Pucci attributes the team's success to "a mixture of experience and a shift in culture. Our talented team last year showed spurts of high-level play, but in the end our youth and inexperience prevailed. With so many contributors returning this year, we've added confidence individually and in one another. There's also been a contagious cultural shift where players truly enjoy the grind, expect to win, and hold each other accountable on and off the court. Combining that foundation with our recent success has created a mindset of confidence and belief, but also of constant hunger."

This cultural shift has again allowed the Continentals to continue their winning streak, picking up another win in a non-conference game against SUNY Geneseo. This game was the men's second-to-last home game in January, after which they begin a long road stretch against the remaining NESCAC competition.

Pucci adds that things are looking good for the team moving forward. He went on to say, "I think our training has been great. The guys are self-motivated, and the coaching staff has been preparing us well. I think ultimately the test of our success will be if we can resist any form of complacency from entering our mindset."

The Continentals looked to pick up another non-conference win against SUNY Geneseo on Jan. 16. The teams were tied at 34 at halftime and the Knights pulled ahead in the second half to put the Continentals' perfect season in serious danger; trailing by nine points with under four minutes remaining. However, Hamilton was not to be denied, ratcheting up the defensive pressure to hold the Knights scoreless in the final 3:54. Two Gilmour free-throws capped off a 13-0 run by the Continentals to seal the team's 15th consecutive win by a score of 74-70. Gilmour led Hamilton with 20 points in the game and added eight rebounds and six steals in the victory. Doyle also had a stand out performance, putting up 16 points while dishing out a team high six assists.

The Continentals play at Amherst College at 3 p.m. on Saturday, Jan. 20 and return for their final home game before their long NESCAC road stretch against Cazenovia College on Monday, Jan. 22 at 7 p.m.

PHOTO BY KIRUBEL TESAFAYE '21

Mark Lutz '20 shoots a jumper in front of a rowdy crowd.

SPECTATOR SPORTS
January 18, 2018

Men's basketball ranked 14th in the nation after winning first 15 games

by Mary Lundin '19
Staff Writer

	1	2	F
SUNY Geneseo	34	36	70
#14 Hamilton	**34**	**40**	**74**

	1	2	F
Connecticut College	36	41	77
#18 Hamilton	**52**	**50**	**102**

	1	2	F
#14 Wesleyan	31	39	70
#18 Hamilton	**36**	**40**	**76**

As of Jan. 15, the Hamilton men's basketball team is ranked 14th in the D3hoops.com men's national top 25, Hamilton's highest ranking since the introduction of the poll in the 1999-2000 season. The team has began the season with 15 straight wins. The Continentals started off the new year with a 36-point win against Wells College, along with three additional wins against NESCAC rivals Trinity College, then-14th ranked Wesleyan University, and Connecticut College. After 14 games, the Hamilton men's basketball team remains as one of only four undefeated teams in their division and is ranked first in the NESCAC.

On Jan. 7, the Continentals opened their long string of NESCAC games extending into mid-February with a win against the Trinity College Bantams. The Continentals boasted a 23-point margin of victory (78-55), the largest for either team over a 26-game record of play. They were held under 89 points for only the second time this season, with the team typically averaging 94.8 points per game. The Bantams shot only 34 percent from the field, proving Hamilton's defense unyielding, which bodes well as they soon face other NESCAC rivals. Five of Hamilton's players scored double digit points including Kena Gilmour '20 with 23, Tim Doyle '19 with 13, Michael Grassey '19 with 12, Andrew Groll '19 with 11, and Peter Hoffman '19 with 10. Gilmour led the team with eight rebounds, went four of five at the free-throw line, and added three three-pointers.

On Jan. 12 at the Margaret Bundy Scott Fieldhouse, the Continentals faced the Wesleyan University Cardinals, their toughest rival of the season and clinched a very well-deserved victory, winning 76-70. Neither team was ahead by more than six points for the first 15 minutes of the first half. Gilmour was Hamilton's highest scorer with 20 points, followed by Hoffman with 12 points. Pucci, Grassey, Groll, Tyler Washington '21, Vince Conn '20, and Jack Dwyer '18 all added at least two in the first half to push Hamilton ahead by

*see **Basketball,** page 15*

PHOTO BY KIRUBEL TESAFAYE '21

Spencer Kendall '21 drives towards the basket.

Women's hockey sits atop NESCAC after 6-0 start in conference play

by Patrick Malin '18
Sports Editor

	1	2	3	F
Hamilton	**1**	**1**	**1**	**3**
Morrisville State	0	0	0	0

	1	2	3	OT	F
Trinity	0	0	0	0	0
Hamilton	**0**	**0**	**0**	**1**	**1**

	1	2	3	F
Trinity	0	0	0	0
Hamilton	**0**	**4**	**0**	**4**

Upstate New York's marquee sport, ice hockey, has once again returned to the center of attention across the state as competition at the rink becomes vital to life in the tundra of the Northeast. The Hamilton women's hockey team has proved it is capable of excellence on the ice, posting an impressive record through the first two weeks of January. The Continentals boast an undefeated 6-0 record against NESCAC opponents, carrying a solid 9-3-1 overall record into the rigorous conference stretch lasting from mid-January until the season's end in mid-February.

The Continentals cruised into winter break on a high note, with a 3-0 win over SUNY-Oswego on Dec. 8. Hamilton thrived with a man advantage, scoring all three goals on the power play against the Lakers. Missy Segall '21 opened the scoring with under five minutes remaining in the first period, rifling home a one-timer from Andrea Rockey '19 in the slot. Teagan Blackwell '19 doubled the Hamilton lead with under one second remaining in the first period, her first goal of the 2018 season. Kate Piacenza '21 slotted a rebound past the Oswego goaltender 11:38 into the second period to close out the scoring. Hamilton goalie Sam Walther '18 stopped all 16 shots she faced to tally her third shutout of the year.

The women's hockey team returned to action on Jan. 5, when the team traveled to Burlington, VT for the Trader Duke's Ice Hockey Classic, hosted by Saint Michael's College. The Continentals opened the weekend with a match-up with Plymouth State. Despite outshooting the Panthers 49-14, the game resulted in a 1-1 overtime tie. Sammy Johnson '20 made her first start between the pipes for the Continentals, making 13 saves behind the talented Hamilton defense. Caroline Knop '18 scored the lone goal for Hamilton in a short-handed situation. A blocked shot by Knop on

*see **W. Hockey** page 15*

PHOTO BY KIRUBEL TESAFAYE '21

Steph DiPetro '18 charges into the offensive zone.